

Penn Cambria Curriculum

Course Name	Journalism / Yearbook
Length of Course	1 credit, 1 period per day for 1 semester in a block schedule
Grade Level	10, 11, 12
Prerequisites	This course is open to sophomores, juniors and/or seniors
Course Description	<p>The Journalism/Yearbook course will provide students with an introduction to the field of journalism. Major topics of study include: an introduction to journalism, reporting basics, design basics, types of reporting, legal and ethical implications in journalism, and marketing. Students will apply learning by assisting with the production of the yearbook and a school newspaper. This course will be scheduled pending sufficient enrollment and instructor availability.</p> <p>Students will be assigned one of three tracks within the curriculum each year in which they enroll in this course. Students may not repeat a track during their high school career.</p>
Units of Study	<p>Track 1: Writing and Reporting Track 2: Proofing, Design and Layout Track 3: Editing, Publishing and Marketing Journalism: Past and Present Law, Ethics and Journalism</p>
Materials	<p>Text: N/A Supplemental Materials:</p>

Standards alignment is based on Pennsylvania's draft version of PA Common Core Standards dated February 28, 2012. This document is also entitled, Academic Standards for English Language Arts.

The following PA Common Core Academic Standards for English Language Arts are integrated throughout the course.

1.2 Reading Informational Text- Grade 11-12

- Evaluate how an author's point of view or purpose shapes the content and style of a text.
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- Evaluate how words and phrases shape meaning and tone in texts.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

1.4 Writing – Grade 11-12

- Write informative /explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Write with a sharp, distinct focus identifying topic, task, and audience.
- Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic, including graphics and multimedia when useful to aiding comprehension.
- Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aid comprehension.
- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

1.5 Speaking and Listening – Grade 11-12

- Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance and style appropriate to purpose, audience, and task. (through speaking and listening)
- Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Track 1: Writing and Reporting

Estimated Time: 14-16 weeks

Curricular Objectives:

For students in Track 1: Writing and Reporting

- Describe steps that can be taken to find a story.
- Demonstrate appropriate interviewing techniques.
- Describe the qualities of good sources of information for various types of stories.
- Develop appropriate questions to gather necessary information for reporting.
- Demonstrate the ability to develop effective stories and reports in the following genres: feature writing, editorial writing, sports writing, entertainment writing and writing reviews (ex: books, movies, etc).
- Demonstrate the ability to follow ethical and legal guidelines when writing/reporting.

Assessments/ Measurement of Objectives:

- Writing samples
- Reporting samples
- Interview demonstrations/notes

Suggested Methods of Instruction / Learning Activities:

- Creation of stories for student newspaper
- Creation of news reports
- Creation of yearbook stories
- Mock and actual interviews
- Question development activities

Track 2: Proofing, Design and Layout Basics

Estimated Time: 14-16 weeks

Curricular Objectives:

For students in Track 2: Proofing, Design and Layout

- Describe basic elements of design.
- Examine the role of typography in journalism.
- Demonstrate effective use of graphics and photography in journalism.
- Demonstrate the ability to develop effective headlines and captions.
- Demonstrate compliance with copyright laws.
- Demonstrate the ability to proofread and correct errors in English convention.
- Demonstrate the ability to use effective design and layout techniques for a variety of reports.

Assessments/ Measurement of Objectives:

- Objective quizzes/test
- Design and layout samples
- Proof and copy-reading samples

Suggested Methods of Instruction / Learning Activities:

- Creation of design and layout for student newspaper
- Creation of design for reports
- Creation of design and layout for yearbook pages
- Mock design and layout activities
- Copyright compliance activities
- Proofreading/ copy reading activities

Track 3: Editing, Publishing and Marketing

Estimated Time: 14-16 weeks

Curricular Objectives:

For students in Track 3: Editing, Publishing and Marketing

- Demonstrate the ability to plan and manage content and quality of student publications and reports.
- Critically review and offer constructive feedback on stories, reports, design and layouts.
- Prepare realistic deadlines for content and publications.
- Plan, lead and conduct effective meetings for brainstorming and other parts of the publication process.
- Create a publishing plan for various student reports.
- Create sales, marketing and advertising plan for various publications.
- Ensure stories, reports and publications adhere to high standards of journalistic ethics and compliance with copyright laws.

Assessments/ Measurement of Objectives:

- Student publication samples
- Feedback reports provided to peers
- Deadline schedules
- Mock and actual staff meetings
- Publishing, marketing and advertising plans

Suggested Methods of Instruction / Learning Activities:

- Modeling and use of self-evaluation rubrics
- Creation of publishing plan(s)
- Creation of marketing/advertising plan(s)
- Final student publications
- Goal setting activities
- Brainstorming content activities

Unit: Journalism: Past and Present

Estimated Time: 1-2 weeks

Curricular Objectives:

- Describe important events and key figures in the history of journalism.
 - Examine the impact of mass media and technology advances on journalism.
 - Identify the strengths and weaknesses of news in the modern age.
 - Compare and contrast the elements of effective print reporting, broadcast reporting and other types of reporting in the modern age.
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- **Track 1: Writing and Reporting:** Create news stories focused on unit objectives.
 - **Track 2: Proof, Design and Layout:** Proofread all stories for errors in English convention. Create an effective design and layout to showcase stories focused on unit objectives.
 - **Track 3: Editing, Publishing and Marketing:** Develop a marketing/publishing plan for stories focused on unit objectives. Make editorial decisions regarding content, reporting, etc.

Assessments/ Measurement of Objectives:

- Objective quizzes/tests
- Student reports/stories
- Independent and group projects

Suggested Methods of Instruction / Learning Activities:

- History of journalism publication
- Overview of journalism today presentations

Unit: Law, Ethics and Journalism

Estimated Time: 1-2 weeks

Curricular Objectives:

- Describe how copyright laws apply to journalism and photography in various formats.
- Examine ethical issues in journalism
- Describe journalistic responsibilities with regards to confidentiality and shield laws.
- Examine how bias and conflicts of interest can influence journalists and reporting.

Assessments/ Measurement of Objectives:

- Objective quizzes/tests
- Student reports/stories
- Independent and group projects

Suggested Methods of Instruction / Learning Activities:

- Court case reviews
- Ethical dilemma scenarios
- Copyright activities
- Review of current news stories to examine bias and conflicts of interest